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## Letter from the Editor

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## From the Editor

Dear Readers,

No one will read this journal—not even you. Despite the months it took our authors to review or conduct their research, and to communicate their findings in the following pages, it will go largely unnoticed by scholars. The hours of review, critique, revision, design, and production that our editors have put into this issue will have at best an insignificant effect on the collective knowledge of our field. So what is the point of a student-run educational review?

I once heard a professor say she knew the College had prioritized her program when they wrote its goals into her job description. Who bears responsibility for putting research in the hands of practitioners? We casually accept a researcher-practitioner dichotomy that provides no conduit for research to actually inform practice. If we acknowledge that teachers do not read academic journals—and surely we acknowledge this—then we must admit that the researcher-practitioner dyad leaves dissemination out of both job descriptions.

The role of the student-run educational review is dissemination. If schools of education are to remain relevant in the age of instant, non-traditional teacher preparation, then dissemination of knowledge, not merely the amassing of it, must be our bailiwick. That is, it must be written into our curriculum. We should be in the business of learning how to make knowledge widely available to a field in search of answers. Few are better positioned to prepare research for broad consumption than graduate students who are immersed in learning how to interpret and synthesize it. So our work is evolving as student educational reviewers. We should not be content to perpetuate the rites and rituals of a system of peer review and publication that treats conclusions as ends in themselves.

We are proud to be in print. Print media is essential to democratic learning communities, but the following words should not be shelved just yet. They belong in infographics, pins, tweets, and podcasts. While some may scoff at these media, practitioners and policymakers mine them for solutions to problems big and small. We can either provide research-validated answers there or let someone else provide something else. The language of paragraphs, paper, and ink is not dead; it is simply no longer sufficient. The words on the following pages are the result of our work, but they should not be the end of it.

Sincerely,

*Davis Clement*  
Editor-in-Chief